Career and Technical Education

Standards Overview

All Career and Technical Education (CTE) courses align to the Career ClustersTM Each course is placed in a Career Cluster based on a set of knowledge and skills common to all careers in the entire Career Cluster. Industry-validated knowledge and skills statements of student expectations identify what the student should know and be able to do. These standards prepare students for success in a broad range of occupations/career specialties.

16 Career ClustersTM

- Agriculture, Food & Natural Resources
- Architecture & Construction
- Arts, A/V Technology & Communications
- Business Management & Administration
- Education &Training
- Finance
- Government & Public Administration
- Health Science
- Hospitality & Tourism
- Human Services
- Information Technology
- Law, Public Safety, Corrections & Security
- Manufacturing
- Marketing
- Science, Technology, Engineering & Mathematics
- Transportation, Distribution & Logistics

Courses are organized among Program Areas. The Program Areas allow students to explore a range of options for their future- inside and outside the classroom. CTE is a unique opportunity for hands on learning and skills and confidence development.

Program Areas

- Agriculture Education
- Business, Finance, and Marketing Education
- Computer Science and Information Technology Education
- Family and Consumer Sciences Education
- Health Science Education
- Trade, Technology, Engineering, and Industrial Education

All CTE courses offer work-based learning opportunities for students in the settings of career awareness, career exploration, and career preparation. The types of work-based learning include apprenticeship, business/industry field trip, cooperative education, entrepreneurial experiences, internship, job shadowing, mentoring, school-based enterprise, and service learning. Career Development services are included for CTE students to include career development, preparatory services, and transition services. Meeting the goal to provide a career and college ready NC

workforce through the K-12 pipeline, CTE will provide a consistent and 'common language' for identification of essential employability skills. These skills are communication, ethics, problem solving, professionalism, resource management, and teamwork.

Career and Technical Students Organizations (CTSOs) are an integral part of the CTE courses. The CTSOs available are DECA (An Association for Marketing Education Students), Family, Career and Community Leaders of America (FCCLA), Future Business Leaders of America (FBLA), HOSA-Future Health Professionals, National FFA Organization, SkillsUSA, and Technology Student Association (TSA).

Instructional Materials Review Criteria Sheet – Career and Technical Education Program Area: Agricultural Education

Revised July 9, 2020

BID NO
OPYRIGHT DATE
ISBN
RMEMBER'S SBE DISTRICT
AU02 Exploring Agriculture Science
AU01 Exploring Biotechnology
AP41 Horticulture I
AP42 Horticulture II
AP44 Horticulture II: Landscaping
AP43 Horticulture II: Turfgrass Management
AN51 Natural Resources I
AN52 Natural Resources II
AU21 Sustainable Agriculture Production I
AU22 Sustainable Agriculture Production II
(

Answer yes to indicate the materials <u>meet the criteria</u> or no to indicate the materials <u>do not meet the criteria</u>. Please explain your responses. Be sure to cite specific page numbers, textual references as well as specific standards.

PART I CONTENT

Compatibility with the North Carolina Career and Technical Education Essential Standards
In accordance to State Board Policy TEXT-001, all items in Part I must be marked "yes" in order for the submission to be recommended. If all criteria for Part I are not marked "yes" do not complete Parts II, III, and IV.

		Yes	No
A.	Materials present the main concepts that support a minimum of 50% of the instructional indicators or objectives for the course.		
B.	Content, methodology, instructional levels, and teaching strategies are consistent with the course indicators or objectives.		
Docu	mentation for PART I CONTENT:		

PART II: PEDAGOGY

Program Area or Career Pathway(s)		Yes	No	
A.	Materials include a variety of activities for multiple teaching and learning styles.			
B.	Materials include optional capstone activities.			
C.	Content supports integration of CTSO activities.			
D.	Content includes 21st century skills.			
E.	Content supports work-based learning.			
F.	Content supports career and college opportunities.			
Docu	Documentation for PART II PEDAGOGY			

PART III: ACCESSIBILITY

<u>A.</u> A	ccuracy	Yes	No
1.	Information is error-free and current.		
2.	Materials model correct use of grammar, spelling, and sentence structure.		
3.	Materials represent a balance of cultural, ethnic, racial, gender, and individuals with disabilities.		
4.	Information is presented factually and objectively in context.		
5.	Pictures, photographs, and illustrations are bias-free and non-stereotypical.		
6.	Maps, charts, timelines, demographics, and statistics are current.		
B. A	ppropriateness		
1.	Presentation of content provides for students' cognitive level, abilities, and learning styles at a grade appropriate reading level.		
2.	Content links students' prior knowledge to current topics/learning.		
3.	Activities engage students and promote interactive and participatory learning.		
4.	Chapter exercises, review, and assessments that measure mastery of content and skill standards model a variety of formats (right answers, open response items, performance tasks, higher level questioning, projects, and portfolios).		
5.	Photographs, illustrations, artwork, and charts are placed near to related text, captioned appropriately, and have appealing color.		
6.	Level-appropriate font size, color, spacing, legibility, page layout, and page width are present.		
C. S	cope		
1.	Materials present enough information of depth and breadth to adequately cover topics for intended audience.		
2.	Materials are organized appropriately for content.		
3.	Key concepts, skills, and vocabulary are identified, developed, reviewed, and reinforced within context.		
4.	Chapters contain level-appropriate section headings and sidebars that provide additional relevant information.		
5.	Reference sections include glossary, atlas, dictionary/thesaurus, bibliography/footnotes, and appendices.		
6.	A resource list provides websites, literature links, and support agencies.		
7.	An index provides detailed and accurate headings, subheadings, and see or see also references.		
D. T	eacher Resources		
1.	Resources are well-organized, easy to use, comprehensive, durable, and reasonably sized.		
2.	Resources support and provide help in the use of a variety of strategies, techniques, and technologies for differentiated instruction.		
3.	Resources provide suggestions for evaluation, remediation, acceleration, and feedback.		
4.	Resources include suggestions for the extension of learning and integration across the curriculum.		
5.	Resources provide ancillary materials for student use.		
6.	Resources provide supplementary or background information.		
7.	Resources include answer key(s).		

Documentation for PART III ACCESSIBILITY

PART IV: TECHNOLOGY (If applicable.)

A A	nology-based materials (requiring the use of electronic materials)	Yes	No
1. A	ccuracy		
1.	Information is error-free and current.		
2.	There is an objective, balanced presentation of content.		
3.	Correct use of grammar, spelling, and sentence structure is present.		
4.	Links to related websites and resources provide relevant, authentic, and appropriate		
	content.		
5.	Accurate and authoritative information is provided.		
	ppropriateness		
1.	Concepts, activities, and vocabulary in student activities are relevant to students' abilities.		
2.	Information is relevant to the North Carolina Standard Course of Study and Essential Standards.		
C. Se			
1.	Information is sufficient in scope and adequately covers the topic for the intended audience.		
2.	There is a clear organization of content.		
Tech	nical Aspects		
	avigation		
1.	Information retrieval is easy and rapid.		
2.	Intuitive icons, menus, and directional symbols that foster independent use are provided.		
	resentation		
1.	Graphic design is attractive, colorful, and uncluttered.		
2.	All visuals are clearly labeled and relevant to the content.		
3.	Presentation of information addresses multiple learning styles when appropriate.		
3.	Presentation of information addresses multiple learning styles when appropriate. A variety of student learning activities is provided.		
3. 4.			
	A variety of student learning activities is provided.		
3. 4. 5. 6.	A variety of student learning activities is provided. Appropriate and supportive feedback is provided. Options for help and tutorial segments are provided.		
3. 4. 5. 6.	A variety of student learning activities is provided. Appropriate and supportive feedback is provided.		
3. 4. 5. 6. C. Sa	A variety of student learning activities is provided. Appropriate and supportive feedback is provided. Options for help and tutorial segments are provided. ave/Record-Keeping Features Save feature for search results is available.		
3. 4. 5. 6. C. Sa 1.	A variety of student learning activities is provided. Appropriate and supportive feedback is provided. Options for help and tutorial segments are provided. ave/Record-Keeping Features		
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TAKT V. Over all Allalysis. (101 Textbook Commission Use Only)	
These instructional materials meet the criteriayes no.	
Documentation for PART V: Comments that further describe standards for yes or no in Parts I, II, III, or IV.	

Instructional Materials Review Criteria Sheet – Career and Technical Education Program Area: Business, Finance, and Marketing Education

Revised July 9, 2020

INSTRUCTIONAL MATERIALS TITLE		BID NO
PUBLISHER	COPYRIGHT	DATE
AUTHOR(S)	ISI	BN
ADVISORTEXTBOOK COMMISSI	ION MEMBER	MEMBER'S SBE DISTRICT_
Indicate Appropriate Course: BA10 Accounting I BA20 Accounting II BB30 Business Law BB40 Business Management I BB42 Business Management II ME11 Entrepreneurship I ME12 Entrepreneurship II MI21 Fashion Merchandising MH42 Hospitality and Tourism MM51 Marketing	MA52 Market BF21 Financia BF22 Financia MI31 Sales I MI32 Sales II CS11 Project CS12 Project	al Planning II Management I

Answer yes to indicate the materials <u>meet the criteria</u> or no to indicate the materials <u>do not meet the criteria</u>. Explain your responses. Be sure to cite specific page numbers, textual references as well as specific standards.

PART I: CONTENT

Compatibility with the North Carolina Career and Technical Education Essential Standards
In accordance to State Board Policy TEXT-001, all items in Part I must be marked "yes" in order for the submission to be recommended. If all criteria for Part I are not marked "yes" do not complete Parts II, III, and IV.

	Yes	No
A. Materials present the main concepts that support a minimum of 50% of the instructional indicators or objectives for the course.		
B. Content, methodology, instructional levels, and teaching strategies are consistent with the course indicators or objectives.		
Documentation for PART I CONTENT		

PART II: PEDAGOGY

Program Area or Career Pathway(s)		No
A. Materials include a variety of activities for multiple teaching and learning styles.		
B. Materials include optional capstone activities.		
C. Content supports integration of CTSO activities.		
D. Content includes 21st century skills.		
E. Content supports work-based learning.		
F. Content supports career and college opportunities.		

Dog	numentation for PADT II DEDACOCY	
I.	Content includes ethics topics as it relates to subject matter.	
Н.	Content includes global perspectives for respective subject matter.	
	marketing, social media, e-tailing, artificial intelligence, cybersecurity, etc.)	
	entrepreneurship, finance, management and marketing (including but not limited to, digital	
G.	Content reflects current and projected future technology and applications for business,	

PART III: ACCESSIBILITY

A.	Accuracy	Yes	No
1.	Information is error-free and current.		
2.	Materials model correct use of grammar, spelling, and sentence structure.		
3.	Materials represent a balance of cultural, ethnic, racial, gender, and individuals with disabilities.		
4.	Information is presented factually and objectively in context.		
5.	Pictures, photographs, and illustrations are bias-free and non-stereotypical.		
6.	Maps, charts, timelines, demographics, and statistics are current.		
В.	Appropriateness	Yes	No
1.	Presentation of content provides for students' cognitive level, abilities, and learning styles at a grade appropriate reading level.		
2.	Content links students' prior knowledge to current topics/learning.		
3.	Activities engage students and promote interactive and participatory learning.		
4.	Chapter exercises, review, and assessments that measure mastery of content and skill standards model a variety of formats (right answers, open response items, performance tasks, higher level questioning, projects, and portfolios).		
5.	Photographs, illustrations, artwork, and charts are placed near to related text, captioned appropriately, and have appealing color.		
6.	Level-appropriate font size, color, spacing, legibility, page layout, and page width are present.		
C.	Scope		
1.	Materials present enough information of depth and breadth to adequately cover topics for intended audience.		
2.	Materials are organized appropriately for content.		
3.	Key concepts, skills, and vocabulary are identified, developed, reviewed, and reinforced within context.		
4.	Chapters contain level-appropriate section headings and sidebars that provide additional relevant information.		
5.	Reference sections include glossary, atlas, dictionary/thesaurus, bibliography/footnotes, and appendices.		
6.	A resource list provides websites, literature links, and support agencies.		
7.	An index provides detailed and accurate headings, subheadings, and see or see also references.		
D.	Teacher Resources		
1.	Resources are well-organized, easy to use, comprehensive, durable, and reasonably sized.		
2.	Resources support and provide help in the use of a variety of strategies, techniques, and technologies for differentiated instruction.		
3.	Resources provide suggestions for evaluation, remediation, acceleration, and feedback.		
4.	Resources include suggestions for the extension of learning and integration across the curriculum.		
5.	Resources provide ancillary materials for student use.		
6.	Resources provide supplementary or background information.		

7.	Resources include answer key(s).	
Do	cumentation for PART III ACCESSIBILITY	

PART IV: TECHNOLOGY (If applicable.)

Technology-based materials (requiring the use of electronic materials)	Yes	No
A. Accuracy		
1. Information is error-free and current.		
2. There is an objective, balanced presentation of content.		
3. Correct use of grammar, spelling, and sentence structure is present.		
4. Links to related websites and resources provide relevant, authentic, and appropriate content.		
5. Accurate and authoritative information is provided.		
B. Appropriateness		
1. Concepts, activities, and vocabulary in student activities are relevant to students' abilities.		
2. Information is relevant to the North Carolina Standard Course of Study and Essential Standards.		
C. Scope		
1. Information is sufficient in scope and adequately covers the topic for the intended audience.		
2. There is a clear organization of content.		
Technical Aspects		
A. Navigation		
1. Information retrieval is easy and rapid.		
2. Intuitive icons, menus, and directional symbols that foster independent use are provided.		

B. Presentation	
Graphic design is attractive, colorful, and uncluttered.	
2. All visuals are clearly labeled and relevant to the content.	
3. Presentation of information addresses multiple learning styles when appropriate.	
4. A variety of student learning activities is provided.	
5. Appropriate and supportive feedback is provided.	
6. Options for help and tutorial segments are provided.	
C. Save/Record-Keeping Features	
Save feature for search results is available.	
2. Save options for activities in progress are available.	
3. Note-taking feature is available.	
4. A record-keeping feature to monitor student progress is available.	
Documentation	
A. Technical Information	
1. Descriptions of specific hardware requirements for operating the application are provided.	
2. Instructions for installation and operation are provided.	
3. A variety of free technical support options are provided.	
B. Teacher Materials	
Descriptions of target audience and content are provided.	
2. Suggestions for classroom use, lesson plans, and related activities are provided.	
3. Instructions for student materials are provided.	
Documentation for PART IV TECHNOLOGY	

PART V: Overall Analysis: (For Textbook Commission Use Only) These instructional materials meet the criteria _____yes _____no.

Documentation for PART V: Comments that further describe standards for yes or no in Parts I, II, III, or IV.

Instructional Materials Review Criteria Sheet – Career and Technical Education Program Area: Career Development Education

INSTRUCTIONAL MATERIALS TITLE		BID NO
PUBLISHERCOPYRIGHT DATE _		
AUTHOR(S)ISBN		
ADVISORTEXTBOOK COMMISSION MEMBERM	EMBER'S S	BE DISTRICT
Indicate Appropriate Course:CC45 Career Management		
Answer yes to indicate the materials <u>meet the criteria</u> or no to indicate the materials <u>do not</u> responses. Be sure to cite specific page numbers, textual references as well as specific standards.		<u>ia</u> . Explain your
PART I: CONTENT Compatibility with the North Carolina Career and Technical Education Essential Standards In accordance to State Board Policy TEXT-001, all items in Part I must be marked "yes" in or recommended. If all criteria for Part I are not marked "yes" do not complete Parts II, III, and	rder for the subi	nission to be
	Yes	No
A. Materials present the main concepts that support a minimum of 50% of the instructional indicators or objectives for the course.		
B. Content, methodology, instructional levels, and teaching strategies are consistent with the course indicators or objectives.		
Documentation for PART I CONTENT: (Use extra sheets if necessary.)	•	<u>, </u>
PART II: PEDAGOGY		
Program Area or Career Pathway(s)	Yes	No
A. Materials include a variety of activities for multiple teaching and learning styles.		
B. Materials include optional capstone activities.		
C. Content supports integration of CTSO activities.		
D. Content includes 21st century skills.		
E. Content supports work-based learning.		
F. Content supports career and college opportunities.		
G. Content engages student in activities for understanding their own personal social development while building and maintaining positive self-concept, respecting diversity, and balancing personal, leisure, community, learner, family and work roles.		
H. Content engages student in understanding the impact of their individual educational		

achievement and lifelong learning experiences to enhance their ability to function

Content engages students in understanding and developing their own career plan through decision making process, and mastering academic, occupational and essential

effectively in a diverse and changing economy.

employability	tills in order to obtain, create, maintain and/or advance your employment
	student in activities, self-reflection, and assessments for the understanding values, interests, personalities, and skills.
Documentation for	PART II: PEDAGOGY

PART III: ACCESSIBILITY

A.	Accuracy	Yes	No
1.	Information is error-free and current.		
2.	Materials model correct use of grammar, spelling, and sentence structure.		
3.	Materials represent a balance of cultural, ethnic, racial, gender, and individuals with disabilities.		
4.	Information is presented factually and objectively in context.		
5.	Pictures, photographs, and illustrations are bias-free and non-stereotypical.		
6.	Maps, charts, timelines, demographics, and statistics are current.		
В.	Appropriateness		
	Presentation of content provides for students' cognitive level, abilities, and learning styles at a grade appropriate reading level.		
2.	Content links students' prior knowledge to current topics/learning.		
3.	Activities engage students and promote interactive and participatory learning.		
4.	Chapter exercises, review, and assessments that measure mastery of content and skill standards model a variety of formats (right answers, open response items, performance tasks, higher level questioning, projects, and portfolios).		
5.	Photographs, illustrations, artwork, and charts are placed near to related text, captioned appropriately, and have appealing color.		
6.	Level-appropriate font size, color, spacing, legibility, page layout, and page width are present.		
C.	Scope		
1.	Materials present enough information of depth and breadth to adequately cover topics for intended audience.		
2.	Materials are organized appropriately for content.		
3.	Key concepts, skills, and vocabulary are identified, developed, reviewed, and reinforced within context.		
4.	Chapters contain level-appropriate section headings and sidebars that provide additional relevant information.		
5.	Reference sections include glossary, atlas, dictionary/thesaurus, bibliography/footnotes, and appendices.		
6.	A resource list provides websites, literature links, and support agencies.		
7.	An index provides detailed and accurate headings, subheadings, and see or see also references.		
D.	Teacher Resources		
1.	Resources are well-organized, easy to use, comprehensive, durable, and reasonably sized.		
2.	Resources support and provide help in the use of a variety of strategies, techniques, and technologies for differentiated instruction.		
3.	Resources provide suggestions for evaluation, remediation, acceleration, and feedback.		
4.	Resources include suggestions for the extension of learning and integration across the curriculum.		
5.	Resources provide ancillary materials for student use.		
_		1	+

Resources provide supplementary or background information.

7.	Resources include answer key(s).	
Do	cumentation for PART III: ACCESSIBILITY (Use extra sheets, if necessary.)	

PART IV: Technology (If applicable.)

Technology-based materials (requiring the use of electronic materials)	Yes	No
A. Accuracy		
1. Information is error-free and current.		
2. There is an objective, balanced presentation of content.		
3. Correct use of grammar, spelling, and sentence structure is present.		
4. Links to related websites and resources provide relevant, authentic, and appropriate		
content.		
5. Accurate and authoritative information is provided.		
B. Appropriateness		
1. Concepts, activities, and vocabulary in student activities are relevant to students' abilities.		
2. Information is relevant to the North Carolina Standard Course of Study and Essential Standards.		
C. Scope		
1. Information is sufficient in scope and adequately covers the topic for the intended audience.		
2. There is a clear organization of content.		
Technical Aspects		
A. Navigation		
1. Information retrieval is easy and rapid.		
2. Intuitive icons, menus, and directional symbols that foster independent use are provided.		
B. Presentation		
1. Graphic design is attractive, colorful, and uncluttered.		
2. All visuals are clearly labeled and relevant to the content.		
3. Presentation of information addresses multiple learning styles when appropriate.		
4. A variety of student learning activities is provided.		
5. Appropriate and supportive feedback is provided.		
6. Options for help and tutorial segments are provided.		
C. Save/Record-Keeping Features	1	
Save feature for search results is available.		
2. Save options for activities in progress are available.		
3. Note-taking feature is available.		
4. A record-keeping feature to monitor student progress is available.		
Documentation		
A. Technical Information		
1. Descriptions of specific hardware requirements for operating the application are provided.		
2. Instructions for installation and operation are provided.		
3. A variety of free technical support options is provided.		
B. Teacher Materials	ı	
Descriptions of target audience and content are provided.		
Suggestions for classroom use, lesson plans, and related activities are provided.		
3. Instructions for student materials are provided.		
Documentation for PART IV: Technology		

PART V: Overall Analysis: (For Textbook Commission Use Only)				
These instructional materials meet the criteria	yes	no.		
Documentation for PART V: Comments that further describe standards for yes or no in Parts I, II, III, or IV				

Instructional Materials Review Criteria Sheet – Career and Technical Education Program Area: Computer Science and Information Technology Education Revised July 9, 2020

INSTRUCTIONAL MATERIALS TITLE	BID NO
PUBLISHER	COPYRIGHT DATE
AUTHOR(S)	ISBN
ADVISORTEXTBOOK COMMISSION	MEMBERMEMBER'S SBE DISTRICT
Indicate Appropriate Course:	
II31 Adobe Visual Design	BN20 Network Administration I
II32 Adobe Digital Design	BN22 Network Administration II
II33 Adobe Video Design	BN31 Network Security I
II21 Computer Engineering I	BN32 Network Security II
II22 Computer Engineering II	BP41 Computer Science I
BM40 Microsoft Access	BP42 Computer Science II
BM20 Microsoft Excel	BP14 Python Programming I
BM10 Microsoft Word and PowerPoint	BP16 Python Programming II
BI12 CompTIA IT Fundamentals	<u> </u>

Answer yes to indicate the materials <u>meet the criteria</u> or no to indicate the materials <u>do not meet the criteria</u>. Explain your responses. Be sure to cite specific page numbers, textual references as well as specific standards.

PART I: CONTENT

Compatibility with the North Carolina Career and Technical Education Essential Standards
In accordance to State Board Policy TEXT-001, all items in Part I must be marked "yes" in order for the submission to be recommended. If all criteria for Part I are not marked "yes" do not complete Parts II, III, and IV.

		Yes	No
A. Materials present the main concepts that support a minimum of indicators or objectives for the course.	50% of the instructional		
B. Content, methodology, instructional levels, and teaching strate course indicators or objectives.	gies are consistent with the		
Documentation for PART I CONTENT			

PART II: PEDAGOGY

Program Area or Career Pathway(s)	Yes	No
A. Materials include a variety of activities for multiple teaching and learning styles.		
B. Materials include optional capstone activities.		
C. Content supports integration of CTSO activities.		
D. Content includes 21 st century skills.		
E. Content supports work-based learning.		

F.	Content supports career and college opportunities.	
G.	Content reflects current and projected technologies in the Computer Science and IT related	
	industries (including but not limited to, computer hardware, software, programming	
	languages, networks, network security, video production, and office productivity.	
Doc	cumentation for PART II PEDAGOGY	

PART III ACCESSIBILITY

A. Accuracy	Yes	No
1. Information is error-free and current.		
2. Materials model correct use of grammar, spelling, and sentence structure.		
3. Materials represent a balance of cultural, ethnic, racial, gender, and individuals with disabilities.		
4. Information is presented factually and objectively in context.		
5. Pictures, photographs, and illustrations are bias-free and non-stereotypical.		
6. Maps, charts, timelines, demographics, and statistics are current.		

0.	maps, enarts, timemics, demographics, and statistics are carrent.		
		T T	
	Appropriateness		
1.	Presentation of content provides for students' cognitive level, abilities, and learning styles at a grade appropriate reading level.		
2.	Content links students' prior knowledge to current topics/learning.		
3.	Activities engage students and promote interactive and participatory learning.		
4.	Chapter exercises, review, and assessments that measure mastery of content and skill standards model a variety of formats (right answers, open response items, performance tasks, higher level questioning, projects, and portfolios).		
5.	Photographs, illustrations, artwork, and charts are placed near to related text, captioned appropriately, and have appealing color.		
6.	Level-appropriate font size, color, spacing, legibility, page layout, and page width are present.		
C.	Scope		
1.	Materials present enough information of depth and breadth to adequately cover topics for intended audience.		
2.	Materials are organized appropriately for content.		
3.	Key concepts, skills, and vocabulary are identified, developed, reviewed, and reinforced within context.		
4.	Chapters contain level-appropriate section headings and sidebars that provide additional relevant information.		
5.	Reference sections include glossary, atlas, dictionary/thesaurus, bibliography/footnotes, and appendices.		
6.	A resource list provides websites, literature links, and support agencies.		
7.	An index provides detailed and accurate headings, subheadings, and see or see also references.		
D.	Teacher Resources		
1.	Resources are well-organized, easy to use, comprehensive, durable, and reasonably sized.		
2.	Resources support and provide help in the use of a variety of strategies, techniques, and technologies for differentiated instruction.		
3.	Resources provide suggestions for evaluation, remediation, acceleration, and feedback.		
4.	Resources include suggestions for the extension of learning and integration across the curriculum.		
5.	Resources provide ancillary materials for student use.		
_			

7. Resources include answer key(s).	Dα	Decumentation for PADT III ACCESSIBILITY			
6. Resources provide supplementary or background information.	7.	Resources include answer key(s).			
(D	6.	Resources provide supplementary or background information.			

PART IV: TECHNOLOGY (If applicable.)		
Technology-based materials (requiring the use of electronic materials)	Yes	No
A. Accuracy		
Information is error-free and current.		
2. There is an objective, balanced presentation of content.		
3. Correct use of grammar, spelling, and sentence structure is present.		
4. Links to related websites and resources provide relevant, authentic, and appropriate		
content.		
5. Accurate and authoritative information is provided.		
B. Appropriateness		
1. Concepts, activities, and vocabulary in student activities are relevant to students' abilities.		
2. Information is relevant to the North Carolina Standard Course of Study and Essential Standards.		
C. Scope		
1. Information is sufficient in scope and adequately covers the topic for the intended audience.		
2. There is a clear organization of content.		
Technical Aspects		
A. Navigation		
3. Information retrieval is easy and rapid.		
4. Intuitive icons, menus, and directional symbols that foster independent use are provided.		
B. Presentation		
Graphic design is attractive, colorful, and uncluttered.		
2. All visuals are clearly labeled and relevant to the content.		
3. Presentation of information addresses multiple learning styles when appropriate.		
4. A variety of student learning activities is provided.		
5. Appropriate and supportive feedback is provided.		
6. Options for help and tutorial segments are provided.		
C. Save/Record-Keeping Features		
Save feature for search results is available.		
2. Save options for activities in progress are available.		
3. Note-taking feature is available.		
A record-keeping feature to monitor student progress is available.		
Documentation		
A. Technical Information		
Descriptions of specific hardware requirements for operating the application are provided.		
2. Instructions for installation and operation are provided.		
3. A variety of free technical support options is provided.		
B. Teacher Materials		
Descriptions of target audience and content are provided.		
Suggestions for classroom use, lesson plans, and related activities are provided.		
3. Instructions for student materials are provided.		
Documentation for PART IV TECHNOLOGY		
Documentation I ART IV TECHNOLOGI		

PART V: Overall Analysis: (For Textbook Commission Use Only)

These instructional materials meet the criteria ______yes ______no.

Documentation for PART V: Comments that further describe standards for Yes or No in Parts I, II, III, or IV.

Instructional Materials Review Criteria Sheet – Career and Technical Education Program Area: Family and Consumer Sciences Education

Revised July 9, 2020

INSTRUCTIONAL MATERIALS TITLE	BID NO		
PUBLISHER	COPYRIGHT DATE		
AUTHOR(S)		ISBN	
ADVISORTEXTBOOK COMMISSION MEMBER	MEMBER'S SI	BE DISTRICT	
Indicate Appropriate Course: FH10 Culinary Arts and Hospitality I FH13 Culinary Arts and Hospitality III FC11 Principles of Family and Human Services FA31 Apparel and Textile Production I FN41 Food and Nutrition I Answer yes to indicate the materials meet the criteria or no to indicate the responses. Be sure to cite specific page numbers, textual references as we	FN43 Food F151 Inter F152 Inter	ior Design I ior Design II eet the criteria. F	Fechnology
PART I CONTENT Compatibility with the North Carolina Career and Technical Education E. In accordance to State Board Policy TEXT-001, all items in Part I must be no recommended. If all criteria for Part I are not marked "yes" do not complete.	narked "yes" in order		on to be
		Yes	No
A. Materials present the main concepts that support a minimum of 50% of the indicators or objectives for the course.	ne instructional		
B. Content, methodology, instructional levels, and teaching strategies are concourse indicators or objectives.	nsistent with the		
Documentation for PART I CONTENT			
PART II: PEDAGOGY			
Program Area or Career Pathway(s)		Yes	No
A. Materials include a variety of activities for multiple teaching and learning	styles.		
B. Materials include optional capstone activities.			
C. Content supports integration of CTSO activities.			
D. Content includes 21st century skills.			
E. Content supports work-based learning.			
F Content supports career and college opportunities			

Documentation for PART II PEDAGOGY

PART III: ACCESSIBILITY

A. Accuracy	Yes	No
. Information is error-free and current.		
2. Materials model correct use of grammar, spelling, and sentence structure.		
 Materials represent a balance of cultural, ethnic, racial, gender, and individuals with disabilities. 		
. Information is presented factually and objectively in context.		
5. Pictures, photographs, and illustrations are bias-free and non-stereotypical.		
Maps, charts, timelines, demographics, and statistics are current.		
3. Appropriateness		
. Presentation of content provides for students' cognitive level, abilities, and learning styl at a grade appropriate reading level.	les	
2. Content links students' prior knowledge to current topics/learning.		
Activities engage students and promote interactive and participatory learning.		
Chapter exercises, review, and assessments that measure mastery of content and skill standards model a variety of formats (right answers, open response items, performance tasks, higher level questioning, projects, and portfolios).		
5. Photographs, illustrations, artwork, and charts are placed near to related text, captioned appropriately, and have appealing color.		
 Level-appropriate font size, color, spacing, legibility, page layout, and page width are present. 		
C. Scope		
. Materials present enough information of depth and breadth to adequately cover topics for intended audience.	or	
Materials are organized appropriately for content.		
 Key concepts, skills, and vocabulary are identified, developed, reviewed, and reinforced within context. 		
 Chapters contain level-appropriate section headings and sidebars that provide additional relevant information. 		
Reference sections include glossary, atlas, dictionary/thesaurus, bibliography/footnotes, appendices.	, and	
A resource list provides websites, literature links, and support agencies. An index provides detailed and accurate headings, subheadings, and see or see also		
references.		
D. Teacher Resources		
. Resources are well-organized, easy to use, comprehensive, durable, and reasonably size		
 Resources support and provide help in the use of a variety of strategies, techniques, and technologies for differentiated instruction. 	1	
8. Resources provide suggestions for evaluation, remediation, acceleration, and feedback.		
Resources include suggestions for the extension of learning and integration across the curriculum.		
. Resources provide ancillary materials for student use.		
. Resources provide supplementary or background information.		
7. Resources include answer key(s).		

Documentation for PART III ACCESSIBILITY

PART IV TECHNOLOGY (If applicable.)

Technology-based materials (requiring the use of electronic materials)	Yes	No
A. Accuracy	105	110
Information is error-free and current.		
2. There is an objective, balanced presentation of content.		
3. Correct use of grammar, spelling, and sentence structure is present.		
4. Links to related websites and resources provide relevant, authentic, and appropriate		
content.		
5. Accurate and authoritative information is provided.		
B. Appropriateness		
1. Concepts, activities, and vocabulary in student activities are relevant to students' abilities.		
Information is relevant to the North Carolina Standard Course of Study and Essential Standards.		
C. Scope		
1. Information is sufficient in scope and adequately covers the topic for the intended audience.		
2. There is a clear organization of content.		
Technical Aspects		
A. Navigation		
1. Information retrieval is easy and rapid.		
2. Intuitive icons, menus, and directional symbols that foster independent use are provided.		
B. Presentation		
Graphic design is attractive, colorful, and uncluttered.		
All visuals are clearly labeled and relevant to the content.		
3. Presentation of information addresses multiple learning styles when appropriate.		
4. A variety of student learning activities is provided.		
5. Appropriate and supportive feedback is provided.		
6. Options for help and tutorial segments are provided.		
C. Save/Record-Keeping Features		
1. Save feature for search results is available.		
2. Save options for activities in progress are available.		
3. Note-taking feature is available.		
4. A record-keeping feature to monitor student progress is available.		
Documentation		
A. Technical Information		
1. Descriptions of specific hardware requirements for operating the application are provided.		
2. Instructions for installation and operation are provided.		
3. A variety of free technical support options is provided.		
B. Teacher Materials		
Descriptions of target audience and content are provided.		
2. Suggestions for classroom use, lesson plans, and related activities are provided.		
3. Instructions for student materials are provided.		
Documentation for PART IV TECHNOLOGY		

PART V: Overall Analysis: (For Textbook Commission Use Only)

These instructional materials meet the criteria	yes	_ no.
Documentation for PART V: Comments that further	describe sta	andards for yes or no in Parts I, II, III, or IV.

Instructional Materials Review Criteria Sheet – Career and Technical Education Program Area: Health Science Education

INSTRUCTIONAL	MATERIALS TITLE	BID NO		
PUBLISHER	COPYRIGHT D	OATE		
AUTHOR(S)	ISBN	N		
ADVISOR	TEXTBOOK COMMISSION MEMBER	MEMBER'S SBE DISTRICT		
Indicate Appropria	te Course:			
HU05 Exploring Healthcare HU40 Health Science I HB11 Biomedical Technology				
Answer yes to indicate the materials <u>meet the criteria</u> or no to indicate the materials <u>do not meet the criteria</u> . Explain your responses. Be sure to cite specific page numbers, textual references as well as specific standards.				
PART I: CONTENT Compatibility with the North Carolina Career and Technical Education Essential Standards In accordance to State Board Policy TEXT-001, all items in Part I must be marked "yes" in order for the submission to be It is ecommended. If all criteria for Part I are not marked "yes" do not complete Parts II, III, and IV.				

	Yes	No
A. Materials present the main concepts that support a minimum of 50% of the instructional indicators or objectives for the course.		
B. Content, methodology, instructional levels, and teaching strategies are consistent with the course indicators or objectives.		
Documentation for PART I CONTENT		

PART II PEDAGOGY

Program Area or Career Pathway(s)	Yes	No
A. Materials include a variety of activities for multiple teaching and learning styles.		
B. Materials include optional capstone activities.		
C. Content supports integration of CTSO activities.		
D. Content includes 21st century skills.		
E. Content supports work-based learning.		
F. Content supports career and college opportunities.		
G. Content reflects interrelationship between Greek & Latin prefixes, roots, and suffixes to Advance CTE Health Science career specialties for Therapeutic Services, Diagnostic Services, and Biotechnology pathways.		
H. Content engages students in their exploration and understanding of HSE careers in Diagnostic Services, Therapeutic Services, and Biomedical Technology.		
I. Content engages students in their exploration and understanding of HSE careers in Diagnostic Services, Therapeutic Services, and Biomedical Technology.		

J.	Content reflects most recent industry standards for Healthcare professionals.	
Do	cumentation for PART II PEDAGOGY	

PART III ACCESSIBILITY

A. Accuracy	Yes	No
Information is error-free and current.		
2. Materials model correct use of grammar, spelling, and sentence structure.		
3. Materials represent a balance of cultural, ethnic, racial, gender, and individuals with disabilities.		
4. Information is presented factually and objectively in context.		
5. Pictures, photographs, and illustrations are bias-free and non-stereotypical.		
6. Maps, charts, timelines, demographics, and statistics are current.		
B. Appropriateness		
Presentation of content provides for students' cognitive level, abilities, and learning styles at a grade appropriate reading level.		
2. Content links students' prior knowledge to current topics/learning.		
3. Activities engage students and promote interactive and participatory learning.		
4. Chapter exercises, review, and assessments that measure mastery of content and skill standards model a variety of formats (right answers, open response items, performance tasks, higher level questioning, projects, and portfolios).		
5. Photographs, illustrations, artwork, and charts are placed near to related text, captioned appropriately, and have appealing color.		
6. Level-appropriate font size, color, spacing, legibility, page layout, and page width are present.		
C. Scope		
1. Materials present enough information of depth and breadth to adequately cover topics for intended audience.		
2. Materials are organized appropriately for content.		
3. Key concepts, skills, and vocabulary are identified, developed, reviewed, and reinforced within context.		
4. Chapters contain level-appropriate section headings and sidebars that provide additional relevant information.		
5. Reference sections include glossary, atlas, dictionary/thesaurus, bibliography/footnotes, and appendices.		
6. A resource list provides websites, literature links, and support agencies.		
An index provides detailed and accurate headings, subheadings, and see or see also references.		
D. Teacher Resources		
1. Resources are well-organized, easy to use, comprehensive, durable, and reasonably sized.		
2. Resources support and provide help in the use of a variety of strategies, techniques, and technologies for differentiated instruction.		
3. Resources provide suggestions for evaluation, remediation, acceleration, and feedback.		
4. Resources include suggestions for the extension of learning and integration across the curriculum.		
5. Resources provide ancillary materials for student use.		
6. Resources provide supplementary or background information.		
7. Resources include answer key(s).		1

PART IV TECHNOLOGY (If applicable.)

Technology-based materials (requiring the use of electronic materials) Yes No				
A. Accuracy				
Information is error-free and current.				
2. There is an objective, balanced presentation of content.				
3. Correct use of grammar, spelling, and sentence structure is present.				
4. Links to related websites and resources provide relevant, authentic, and appropriate				
content.				
5. Accurate and authoritative information is provided.				
B. Appropriateness				
1. Concepts, activities, and vocabulary in student activities are relevant to students' abilities.				
Information is relevant to the North Carolina Standard Course of Study and Essential Standards.				
C. Scope				
1. Information is sufficient in scope and adequately covers the topic for the intended audience.				
2. There is a clear organization of content.				
Technical Aspects				
A. Navigation				
1. Information retrieval is easy and rapid.				
2. Intuitive icons, menus, and directional symbols that foster independent use are provided.				
B. Presentation				
1. Graphic design is attractive, colorful, and uncluttered.				
2. All visuals are clearly labeled and relevant to the content.				
3. Presentation of information addresses multiple learning styles when appropriate.				
4. A variety of student learning activities is provided.				
5. Appropriate and supportive feedback is provided.				
6. Options for help and tutorial segments are provided.				
C. Save/Record-Keeping Features				
1. Save feature for search results is available.				
2. Save options for activities in progress are available.				
3. Note-taking feature is available.				
4. A record-keeping feature to monitor student progress is available.				
Documentation				
A. Technical Information				
1. Descriptions of specific hardware requirements for operating the application are provided.				
2. Instructions for installation and operation are provided.				
3. A variety of free technical support options is provided.				
B. Teacher Materials				
1. Descriptions of target audience and content are provided.				
2. Suggestions for classroom use, lesson plans, and related activities are provided.				
3. Instructions for student materials are provided.				
Documentation for PART IV TECHNOLOGY				
PART V: Overall Analysis: (For Textbook Commission Use Only)				
This textbook/program is acceptable This textbook/program is not acceptable				
Documentation for PART V: Comments that further describe standards for yes or no in Parts I, II, III, or IV.				

Instructional Materials Review Criteria Sheet – Career and Technical Education Program Area: Technology, Trade, Engineering, and Industrial Education Career Pathway(s): Collision Repair Career Pathway (COLL)

INSTRUCTIONAL MATERIALS TITLE	B	BID NO
PUBLISHERCOPYRIGHT DATE		
AUTHOR(S)ISBN		
ADVISORTEXTBOOK COMMISSION MEMBERMI	EMBER'S SBE	DISTRICT
Indicate Appropriate Course: IT30 Collision Repair FundamentalsIT32 Collision Repair IIT31 Collision Repair IIT33 Collision Repair I Answer yes to indicate the materials meet the criteria or no to indicate the materials do not responses. Be sure to cite specific page numbers, textual references as well as specific stand PART I: CONTENT Compatibility with the North Carolina Career and Technical Education Essential Standards In accordance to State Board Policy TEXT-001, all items in Part I must be marked "yes" in order recommended. If all criteria for Part I are not marked "yes" do not complete Parts II, III, and	I Refinishing meet the criteria. I ards. der for the submissi	Explain your
	Yes	No
A. Materials present the main concepts that support a minimum of 50% of the instructional indicators or objectives for the course.		
B. Content, methodology, instructional levels, and teaching strategies are consistent with the course indicators or objectives.		
C. Content, activities and materials align and support course credential(s).IT32: I-CAR Platinum Non-Structural Technician		
IT33: I-CAR Platinum Refinish Technician		
D. Content, activities and materials prepares students for industry recognized credentials.		
E. Content, activities, and materials support and meet the programs accreditation requirements.		
Documentation for PART I CONTENT		
PART II PEDAGOGY		
Program Area or Career Pathway(s)	Yes	No
A. Materials include a variety of activities for multiple teaching and learning styles.		

B. Materials include optional capstone activities.C. Content supports integration of CTSO activities.

Content supports work-based learning.

Documentation for PART II PEDAGOGY

Content supports career and college opportunities.

D. Content includes 21st century skills.

PART III ACCESSIBILITY

IA	FART III ACCESSIBILITY				
A.	Accuracy	Yes	No		
1.	Information is error-free and current.				
2.	Materials model correct use of grammar, spelling, and sentence structure.				
3.	Materials represent a balance of cultural, ethnic, racial, gender, and individuals with disabilities.				
4.	Information is presented factually and objectively in context.				
5.	Pictures, photographs, and illustrations are bias-free and non-stereotypical.				
6.	Maps, charts, timelines, demographics, and statistics are current.				
B.	Appropriateness				
1.	Presentation of content provides for students' cognitive level, abilities, and learning styles at a grade appropriate reading level.				
2.	Content links students' prior knowledge to current topics/learning.				
3.	Activities engage students and promote interactive and participatory learning.				
4.	Chapter exercises, review, and assessments that measure mastery of content and skill standards model a variety of formats (right answers, open response items, performance tasks, higher level questioning, projects, and portfolios).				
5.	Photographs, illustrations, artwork, and charts are placed near to related text, captioned appropriately, and have appealing color.				
6.	Level-appropriate font size, color, spacing, legibility, page layout, and page width are present.				
C.	Scope				
1.	Materials present enough information of depth and breadth to adequately cover topics for intended audience.				
2.	Materials are organized appropriately for content.				
3.	Key concepts, skills, and vocabulary are identified, developed, reviewed, and reinforced within context.				
4.	Chapters contain level-appropriate section headings and sidebars that provide additional relevant information.				
5.	Reference sections include glossary, atlas, dictionary/thesaurus, bibliography/footnotes, and appendices.				
6.	A resource list provides websites, literature links, and support agencies.				
7.	An index provides detailed and accurate headings, subheadings, and see or see also references.				
D.	Teacher Resources				
1.	Resources are well-organized, easy to use, comprehensive, durable, and reasonably sized.				
2.	Resources support and provide help in the use of a variety of strategies, techniques, and technologies for differentiated instruction.				
3.	Resources provide suggestions for evaluation, remediation, acceleration, and feedback.				
4.	Resources include suggestions for the extension of learning and integration across the curriculum.				
5.	Resources provide ancillary materials for student use.				
6.	Resources provide supplementary or background information.				
7.	Resources include answer key(s).				

Documentation for PART III ACCESSIBILITY

PART IV TECHNLOLOGY (If applicable.)

Technology-based materials (requiring the use of electronic materials)	Yes	No
A. Accuracy		
Information is error-free and current.		
2. There is an objective, balanced presentation of content.		
3. Correct use of grammar, spelling, and sentence structure is present.		
4. Links to related websites and resources provide relevant, authentic, and appropriate content.		
5. Accurate and authoritative information is provided.		
B. Appropriateness		
1. Concepts, activities, and vocabulary in student activities are relevant to students' abilities.		
Information is relevant to the North Carolina Standard Course of Study and Essential Standards.		
C. Scope		
1. Information is sufficient in scope and adequately covers the topic for the intended audience.		
2. There is a clear organization of content.		
Technical Aspects		
A. Navigation		
1. Information retrieval is easy and rapid.		
2. Intuitive icons, menus, and directional symbols that foster independent use are provided.		
B. Presentation		
1. Graphic design is attractive, colorful, and uncluttered.		
2. All visuals are clearly labeled and relevant to the content.		
3. Presentation of information addresses multiple learning styles when appropriate.		
4. A variety of student learning activities is provided.		
5. Appropriate and supportive feedback is provided.		
6. Options for help and tutorial segments are provided.		
C. Save/Record-Keeping Features		
1. Save feature for search results is available.		
2. Save options for activities in progress are available.		
3. Note-taking feature is available.		
4. A record-keeping feature to monitor student progress is available.		
Documentation		
A. Technical Information		
1. Descriptions of specific hardware requirements for operating the application are provided.		
2. Instructions for installation and operation are provided.		
3. A variety of free technical support options is provided.		
B. Teacher Materials		
1. Descriptions of target audience and content are provided.		
2. Suggestions for classroom use, lesson plans, and related activities are provided.		
2. Suggestions for classroom use, lesson plans, and related activities are provided.		

TAKT V. Over all Allalysis. (For Textbook Commission Use Only)
These instructional materials meet the criteriayes no.
Documentation for PART V: Comments that further describe standards for yes or no in Parts I, II, III, or IV.

Instructional Materials Review Criteria Sheet – Career and Technical Education

Program Area: Technology, Trade, Engineering, and Industrial Education

Career Pathway(s): Carpentry Career Pathway, Drafting Architectural Career Pathway, Electrical Trades Career Pathway, HVAC/R Career Pathway, Masonry Career Pathway, and Plumbing Revised July 9, 2020

INSTRUCTIONAL MATERIALS TITLE

PUBLISHER	COPYRIGHT DATE		
AUTHOR(S)	ISBN		
ADVISORTEXTBOOK COMM	MISSION MEMBER	MEMBER'S SBE I	DISTRICT
Indicate Appropriate Course: IC00 Construction Core IC11 Masonry I IC41 Electrical Trades I	IL57 HVAC/R III	_ IC23 Carpentry I _ IC12 Masonry II _ IC13 Masonry III	
IC42 Electrical Trades II IC43 Electrical Trades III IC61 Drafting I IC62 Drafting II – Architectural IC63 Drafting III - Architectural	IL58 Plumbing I IL59 Plumbing II IL60 Plumbing III IC21 Carpentry I IC22 Carpentry II		
Answer yes to indicate the materials <u>meet the crit</u> responses. Be sure to cite specific page numbers,			explain your
PART I: CONTENT Compatibility with the North Carolina Career and In accordance to State Board Policy TEXT-001, all recommended. If all criteria for Part I are not mark	items in Part I must be marked "yes" it	n order for the submission	on to be
		Yes	No
A. Materials present the main concepts that support indicators or objectives for the course.	t a minimum of 50% of the instructional		
B. Content, methodology, instructional levels, and course indicators or objectives.	teaching strategies are consistent with th	e	
Documentation for PART I CONTENT			
PART II PEDAGOGY			
Program Area or Career Pathway(s)		Yes	No

A. Materials include a variety of activities for multiple teaching and learning styles.

G. Content reflects current and projected trends in the Construction-related Industries.

B. Materials include optional capstone activities.C. Content supports integration of CTSO activities.

Content supports career and college opportunities.

D. Content includes 21st century skills.E. Content supports work-based learning.

F.

BID NO. ___

Н.	Content reflects current and projected occupations related to the Construction Industry.		
I.	Content includes the current and projected technologies used in Construction-related Fields.		
	Ficius.		
Dog	Documentation for PART II PEDAGOGY		

PART III ACCESSIBILITY		
A. Accuracy	Yes	No
1. Information is error-free and current.		
2. Materials model correct use of grammar, spelling, and sentence structure.		
3. Materials represent a balance of cultural, ethnic, racial, gender, and individuals with disabilities.		
4. Information is presented factually and objectively in context.		
5. Pictures, photographs, and illustrations are bias-free and non-stereotypical.		
6. Maps, charts, timelines, demographics, and statistics are current.		
B. Appropriateness		
1. Presentation of content provides for students' cognitive level, abilities, and learning styles at a grade appropriate reading level.	3	
2. Content links students' prior knowledge to current topics/learning.		
3. Activities engage students and promote interactive and participatory learning.		
4. Chapter exercises, review, and assessments that measure mastery of content and skill standards model a variety of formats (right answers, open response items, performance tasks, higher level questioning, projects, and portfolios).		
5. Photographs, illustrations, artwork, and charts are placed near to related text, captioned appropriately, and have appealing color.		
6. Level-appropriate font size, color, spacing, legibility, page layout, and page width are present.		
C. Scope		
1. Materials present enough information of depth and breadth to adequately cover topics for intended audience.		
2. Materials are organized appropriately for content.		
3. Key concepts, skills, and vocabulary are identified, developed, reviewed, and reinforced within context.		
4. Chapters contain level-appropriate section headings and sidebars that provide additional relevant information.		
5. Reference sections include glossary, atlas, dictionary/thesaurus, bibliography/footnotes, an appendices.	nd	
6. A resource list provides websites, literature links, and support agencies.		
7. An index provides detailed and accurate headings, subheadings, and see or see also		
references. D. Teacher Resources		
Resources are well-organized, easy to use, comprehensive, durable, and reasonably sized.		
 Resources are wen-organized, easy to use, comprehensive, durable, and reasonably sized. Resources support and provide help in the use of a variety of strategies, techniques, and 		
technologies for differentiated instruction.		
3. Resources provide suggestions for evaluation, remediation, acceleration, and feedback.		
4. Resources include suggestions for the extension of learning and integration across the curriculum.		
5. Resources provide ancillary materials for student use.		
6. Resources provide supplementary or background information.		
7. Resources include answer key(s).		
Documentation for PART III ACCESSIBILITY		

PART IV TECHNOLOGY (If applicable.)

PART IV TECHNOLOGY (If applicable.)				
Technology-based materials (requiring the use of electronic materials)	Yes	No		
A. Accuracy				
1. Information is error-free and current.				
2. There is an objective, balanced presentation of content.				
3. Correct use of grammar, spelling, and sentence structure is present.				
4. Links to related websites and resources provide relevant, authentic, and appropriate				
content. 5. Accurate and authoritative information is provided.				
B. Appropriateness				
Concepts, activities, and vocabulary in student activities are relevant to students' abilities.				
Information is relevant to the North Carolina Standard Course of Study and Essential Standards.				
C. Scope				
Information is sufficient in scope and adequately covers the topic for the intended audience.				
2. There is a clear organization of content.				
Technical Aspects				
A. Navigation				
Information retrieval is easy and rapid.				
2. Intuitive icons, menus, and directional symbols that foster independent use are provided.				
B. Presentation				
Graphic design is attractive, colorful, and uncluttered.				
2. All visuals are clearly labeled and relevant to the content.				
3. Presentation of information addresses multiple learning styles when appropriate.				
4. A variety of student learning activities is provided.				
5. Appropriate and supportive feedback is provided.				
6. Options for help and tutorial segments are provided.				
C. Save/Record-Keeping Features				
Save feature for search results is available.				
2. Save options for activities in progress are available.				
3. Note-taking feature is available.				
4. A record-keeping feature to monitor student progress is available.				
Documentation				
A. Technical Information				
1. Descriptions of specific hardware requirements for operating the application are provided.				
2. Instructions for installation and operation are provided.				
3. A variety of free technical support options is provided.				
B. Teacher Materials				
Descriptions of target audience and content are provided.				
2. Suggestions for classroom use, lesson plans, and related activities are provided.				
3. Instructions for student materials are provided.				
Documentation for PART IV TECHNOLOGY				

Documentation	for PART IV TECHNOLOGY	
PART V: Overa	ll Analysis: (For Textbook Commission Use Only)	

These instructional materials meet the criteria _____yes _____no.

Documentation for PART V: Comments that further describe standards for yes or no in Parts I, II, III, or IV.

Instructional Materials Review Criteria Sheet - Career and Technical Education

Program Area: Technology, Trade, Engineering, and Industrial Education Career Pathway(s): Drafting Engineering Career Pathway

INS	TRUCTIONAL MATERIALS TITLE	B	BID NO
PUE	BLISHER COPYRIGHT DATE		
ΑUΊ	THOR(S)ISBN		
ADV	VISORTEXTBOOK COMMISSION MEMBER	MEMBER'S SBE	DISTRICT
Answrespo	cate Appropriate Course: IC61 Drafting I IV22 Drafting II - Engineering IV23 Drafting III - Engineering ver yes to indicate the materials meet the criteria or no to indicate the materials do nonses. Be sure to cite specific page numbers, textual references as well as specific standar patibility with the North Carolina Career and Technical Education Essential Standar accordance to State Board Policy TEXT-001, all items in Part I must be marked "yes" in mended. If all criteria for Part I are not marked "yes" do not complete Parts II, III, and	ndards. ds order for the submissi	
recon	umenaea. 17 au crueria for Fari I are noi markea yes ao noi compieie Faris 11, 111, ar	Yes	No
	Materials present the main concepts that support a minimum of 50% of the instructional ndicators or objectives for the course.	163	110
	Content, methodology, instructional levels, and teaching strategies are consistent with the course indicators or objectives.		
	T II PEDAGOGY		
	ram Area or Career Pathway(s)	Yes	No
	Materials include a variety of activities for multiple teaching and learning styles.	200	- 10
	Materials include optional capstone activities.		
	Content supports integration of CTSO activities.		
	Content includes 21st century skills.		
	Content supports work-based learning.		
	Content supports career and college opportunities.		

related Fields.

Documentation for PART II PEDAGOGY

Field.

G. Content reflects current and projected trends in the Engineering Drafting-related Industries.H. Content reflects current and projected occupations related to the Engineering Drafting

Content includes the current and projected technologies used in Engineering Drafting-

PART III ACCESSIBILITY

A.	Accuracy	Yes	No
1.	Information is error-free and current.		
2.	Materials model correct use of grammar, spelling, and sentence structure.		
3.	Materials represent a balance of cultural, ethnic, racial, gender, and individuals with disabilities.		
4.	Information is presented factually and objectively in context.		
5.	Pictures, photographs, and illustrations are bias-free and non-stereotypical.		
6.	Maps, charts, timelines, demographics, and statistics are current.		

		T
В.	Appropriateness	
1.	Presentation of content provides for students' cognitive level, abilities, and learning styles at a grade appropriate reading level.	
2.	Content links students' prior knowledge to current topics/learning.	
3.	Activities engage students and promote interactive and participatory learning.	
4.	Chapter exercises, review, and assessments that measure mastery of content and skill standards model a variety of formats (right answers, open response items, performance tasks, higher level questioning, projects, and portfolios).	
5.	Photographs, illustrations, artwork, and charts are placed near to related text, captioned appropriately, and have appealing color.	
6.	Level-appropriate font size, color, spacing, legibility, page layout, and page width are present.	
C.	Scope	
1.	Materials present enough information of depth and breadth to adequately cover topics for intended audience.	
2.	Materials are organized appropriately for content.	
3.	Key concepts, skills, and vocabulary are identified, developed, reviewed, and reinforced within context.	
4.	Chapters contain level-appropriate section headings and sidebars that provide additional relevant information.	
5.	Reference sections include glossary, atlas, dictionary/thesaurus, bibliography/footnotes, and appendices.	
6.	1 11 6	
7.	An index provides detailed and accurate headings, subheadings, and see or see also references.	
D.	Teacher Resources	
1.	Resources are well-organized, easy to use, comprehensive, durable, and reasonably sized.	
2.	Resources support and provide help in the use of a variety of strategies, techniques, and technologies for differentiated instruction.	
3.	Resources provide suggestions for evaluation, remediation, acceleration, and feedback.	
4.	Resources include suggestions for the extension of learning and integration across the curriculum.	
5.	Resources provide ancillary materials for student use.	
6.	Resources provide supplementary or background information.	
7.	Resources include answer key(s).	
Do	cumentation for PART III ACCESSIBILITY	

PART IV TECHNOLOGY (If applicable.)

Technology-based materials (requiring the use of electronic materials)	Yes	No
A. Accuracy	165	110
Information is error-free and current.		
2. There is an objective, balanced presentation of content.	_	
3. Correct use of grammar, spelling, and sentence structure is present.		
4. Links to related websites and resources provide relevant, authentic, and appropriate		
content.		
5. Accurate and authoritative information is provided.		
B. Appropriateness		
1. Concepts, activities, and vocabulary in student activities are relevant to students' abilities.		
2. Information is relevant to the North Carolina Standard Course of Study and Essential Standards.		
C. Scope		
1. Information is sufficient in scope and adequately covers the topic for the intended audience.		
2. There is a clear organization of content.		
Technical Aspects		
A. Navigation		
Information retrieval is easy and rapid.		
2. Intuitive icons, menus, and directional symbols that foster independent use are provided.		
B. Presentation		
Graphic design is attractive, colorful, and uncluttered.		
2. All visuals are clearly labeled and relevant to the content.		
3. Presentation of information addresses multiple learning styles when appropriate.		
4. A variety of student learning activities is provided.		
5. Appropriate and supportive feedback is provided.		
6. Options for help and tutorial segments are provided.		
C. Save/Record-Keeping Features		
Save feature for search results is available.		
2. Save options for activities in progress are available.		
3. Note-taking feature is available.		
4. A record-keeping feature to monitor student progress is available.		
Documentation		
A. Technical Information		
Descriptions of specific hardware requirements for operating the application are provided.		
2. Instructions for installation and operation are provided.		
3. A variety of free technical support options is provided.		
B. Teacher Materials		
Descriptions of target audience and content are provided.		
Suggestions for classroom use, lesson plans, and related activities are provided.		
3. Instructions for student materials are provided.		
Documentation for PART IV TECHNOLOGY		

PART V: Overall Analysis: (For Textbook Commission Use Only)

These instructional materials meet the criteria	ves	no.	
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Documentation for PART V: Comments that further describe standards for yes or no in Parts I, II, III, or IV.

Instructional Materials Review Criteria Sheet – Career and Technical Education Program Area: Trade, Technology, Engineering, and Industrial Education Career Pathway(s): Drone Technology

INSTRUCTIONA	AL MATERIALS TITLE	BID NO			
PUBLISHER	COPYRIGI	HT DATE			
		ISBN			
ADVISOR	TEXTBOOK COMMISSION MEMBER				
Indicate Appropriate Course:ID11 Drone Technology IID12 Drone Technology II					
Answer yes to indicate the materials <u>meet the criteria</u> or no to indicate the materials <u>do not meet the criteria</u> . Explain your responses. Be sure to cite specific page numbers, textual references as well as specific standards.					
PART I: CONTENT	r				
Compatibility with t	the North Carolina Career and Technical Education Essen	ntial Standards			
	accordance to State Board Policy TEXT-001, all items in Part I must be marked "yes" in order for the submission to be				

	Yes	No
A. Materials present the main concepts that support a minimum of 50% of the instruction indicators or objectives for the course.	al	
B. Content, methodology, instructional levels, and teaching strategies are consistent with course indicators or objectives.	the	
 C. Content reflects the drone industry requirements needed to meet Federal, state, and loc requirements. ID11: FAA 14 CFR Part 107 	al	
D. Content provides professional skills needed in the specific drone industry criteria. Documentation for PART I CONTENT		

PART II PEDAGOGY

Program Area or Career Pathway(s)	Yes	No
A. Materials include a variety of activities for multiple teaching and learning styles.		
B. Materials include optional capstone activities.		
C. Content supports integration of CTSO activities.		
D. Content includes 21st century skills.		
E. Content supports work-based learning.		
F. Content supports career and college opportunities.		
Documentation for PART II PEDAGOGY		

PART III ACCESSIBILITY

A.	Accuracy	Yes	No
1.	Information is error-free and current.		
2.	Materials model correct use of grammar, spelling, and sentence structure.		
3.	Materials represent a balance of cultural, ethnic, racial, gender, and individuals with disabilities.		
4.	Information is presented factually and objectively in context.		
5.	Pictures, photographs, and illustrations are bias-free and non-stereotypical.		
6.	Maps, charts, timelines, demographics, and statistics are current.		

PART III ACCESSIBILITY

B. Appropriateness	Yes	No
1. Presentation of content provides for students' cognitive level, abilities, and learning styles at a grade appropriate reading level.		
2. Content links students' prior knowledge to current topics/learning.		
3. Activities engage students and promote interactive and participatory learning.		
4. Chapter exercises, review, and assessments that measure mastery of content and skill standards model a variety of formats (right answers, open response items, performance tasks, higher level questioning, projects, and portfolios).		
5. Photographs, illustrations, artwork, and charts are placed near to related text, captioned appropriately, and have appealing color.		
6. Level-appropriate font size, color, spacing, legibility, page layout, and page width are present.		
C. Scope		
1. Materials present enough information of depth and breadth to adequately cover topics for intended audience.		
2. Materials are organized appropriately for content.		
3. Key concepts, skills, and vocabulary are identified, developed, reviewed, and reinforced within context.		
4. Chapters contain level-appropriate section headings and sidebars that provide additional relevant information.		
5. Reference sections include glossary, atlas, dictionary/thesaurus, bibliography/footnotes, and appendices.		
6. A resource list provides websites, literature links, and support agencies.		
7. An index provides detailed and accurate headings, subheadings, and see or see also references.		
D. Teacher Resources		
1. Resources are well-organized, easy to use, comprehensive, durable, and reasonably sized.		
2. Resources support and provide help in the use of a variety of strategies, techniques, and technologies for differentiated instruction.		
3. Resources provide suggestions for evaluation, remediation, acceleration, and feedback.		
4. Resources include suggestions for the extension of learning and integration across the curriculum.		
5. Resources provide ancillary materials for student use.		
6. Resources provide supplementary or background information.		
7. Resources include answer key(s).		
Documentation for PART III ACCESSIBILITY (Use extra sheets, if necessary.)		

Technology-based materials (requiring the use of electronic materials)	Yes	No
A. Accuracy		
Information is error-free and current.		
2. There is an objective, balanced presentation of content.		
3. Correct use of grammar, spelling, and sentence structure is present.		
4. Links to related websites and resources provide relevant, authentic, and appropriate content.		
5. Accurate and authoritative information is provided.		
B. Appropriateness		
1. Concepts, activities, and vocabulary in student activities are relevant to students' abilities.		
2. Information is relevant to the North Carolina Standard Course of Study and Essential Standards.		
C. Scope		
1. Information is sufficient in scope and adequately covers the topic for the intended audience.		
2. There is a clear organization of content.		
Technical Aspects		
A. Navigation		
1. Information retrieval is easy and rapid.		
2. Intuitive icons, menus, and directional symbols that foster independent use are provided.		
B. Presentation		
1. Graphic design is attractive, colorful, and uncluttered.		
2. All visuals are clearly labeled and relevant to the content.		
3. Presentation of information addresses multiple learning styles when appropriate.		
4. A variety of student learning activities is provided.		
5. Appropriate and supportive feedback is provided.		
6. Options for help and tutorial segments are provided.		
C. Save/Record-Keeping Features		
Save feature for search results is available.		
2. Save options for activities in progress are available.		
3. Note-taking feature is available.		
4. A record-keeping feature to monitor student progress is available.		
Documentation		
A. Technical Information		
1. Descriptions of specific hardware requirements for operating the application are provided.		
2. Instructions for installation and operation are provided.		
3. A variety of free technical support options is provided.		
B. Teacher Materials		
Descriptions of target audience and content are provided.		
2. Suggestions for classroom use, lesson plans, and related activities are provided.		
3. Instructions for student materials are provided.		
Documentation for PART IV TECHNOLOGY		

PART V: Overall Analysis: (For Textbook Commission Us	e Only,
These instructional materials meet the criteriayes	_ no.

Documentation for PART V: Comments that further describe standards for yes or no in Parts I, II, III, or IV.

Instructional Materials Review Criteria Sheet – Career and Technical Education

Program Area: Trade, Technology, Engineering, and Industrial Education

Career Pathway(s): Public Safety

Revised July 9, 2020

INSTRUCTIONAL MATERIALS TITLE		BID NO
PUBLISHER	COPYRIGHT DA	ATE
AUTHOR(S)	ISBN	
ADVISORTEXTBOOK COMMISSION N	MEMBER	MEMBER'S SBE DISTRICT
Indicate Appropriate Course: IP21 Emergency Medical Technology I IP22 Emergency Medical Technology II IP51 Emergency Management I IP52 Emergency Management II IP31 Fire Fighter Technology I IP32 Fire Fighter Technology II IP33 Fire Fighter Technology III	IP11 Public IP12 Public IP41 Law & IP42 Law &	Safety II Justice I Justice II
Answer yes to indicate the materials <u>meet the criteria</u> or no to responses. Be sure to cite specific page numbers, textual references		
PART I: CONTENT Compatibility with the North Carolina Caroor and Tachnical	Education Essantial St	andards

Compatibility with the North Carolina Career and Technical Education Essential Standards
In accordance to State Board Policy TEXT-001, all items in Part I must be marked "yes" in order for the submission to be recommended. If all criteria for Part I are not marked "yes" do not complete Parts II, III, and IV.

	Yes	No
A. Materials present the main concepts that support a minimum of 50% of the instructional indicators or objectives for the course.	1	
B. Content, methodology, instructional levels, and teaching strategies are consistent with the course indicators or objectives.	ne	
C. Content must be aligned to federal, state, and/or local requirements needed to obtain industry certifications in the designated public safety sector.		
IP12: Community Emergency Response Team (CERT)		
IP22: EMT Basic		
IP51: NC Emergency Management I		
IP52: NC Emergency Management II		
IP31: NCOSFM Credential - Firefighter Technology I		
IP32: NCOSFM Credential - Firefighter Technology II		
IP33: NCOSFM Credential - Firefighter Technology III		
IP42: Certified Protection Officer (CPO)		

PART II PEDAGOGY

Program Area or Career Pathway(s)	Yes	No
A. Materials include a variety of activities for multiple teaching and learning styles.		

B. Materials include optional capstone activities.			
C. Content supports integration of CTSO activities.			
D. Content includes 21st century skills.			
E. Content supports work-based learning.			
F. Content supports career and college opportunities.			
Documentation for PART II PEDAGOGY			

A.	Accuracy	Yes	No
1.	Information is error-free and current.		
2.	Materials model correct use of grammar, spelling, and sentence structure.		
3.	Materials represent a balance of cultural, ethnic, racial, gender, and individuals with disabilities.		
4.	Information is presented factually and objectively in context.		
5.	Pictures, photographs, and illustrations are bias-free and non-stereotypical.		
6.	Maps, charts, timelines, demographics, and statistics are current.		
B.	Appropriateness		
1.	Presentation of content provides for students' cognitive level, abilities, and learning styles at a grade appropriate reading level.		
2.	Content links students' prior knowledge to current topics/learning.		
3.	Activities engage students and promote interactive and participatory learning.		
4.	Chapter exercises, review, and assessments that measure mastery of content and skill standards model a variety of formats (right answers, open response items, performance tasks, higher level questioning, projects, and portfolios).		
5.	Photographs, illustrations, artwork, and charts are placed near to related text, captioned appropriately, and have appealing color.		
6.	Level-appropriate font size, color, spacing, legibility, page layout, and page width are present.		
C.	Scope		
1.	Materials present enough information of depth and breadth to adequately cover topics for intended audience.		
2.	Materials are organized appropriately for content.		
3.	Key concepts, skills, and vocabulary are identified, developed, reviewed, and reinforced within context.		
4.	Chapters contain level-appropriate section headings and sidebars that provide additional relevant information.		
5.	Reference sections include glossary, atlas, dictionary/thesaurus, bibliography/footnotes, and appendices.		
6.	1 , 11 &		
7.	An index provides detailed and accurate headings, subheadings, and see or see also references.		
D.	Teacher Resources		
1.	Resources are well-organized, easy to use, comprehensive, durable, and reasonably sized.		
2.	Resources support and provide help in the use of a variety of strategies, techniques, and technologies for differentiated instruction.		
3.	Resources provide suggestions for evaluation, remediation, acceleration, and feedback.		
4.	Resources include suggestions for the extension of learning and integration across the curriculum.		
5.	Resources provide ancillary materials for student use.		

6.	Resources provide supplementary or background information.	
7.	Resources include answer key(s).	
Do	cumentation for PART III ACCESSIBILITY	

Technology-based materials (requiring the use of electronic materials)	Yes	No
A. Accuracy		
1. Information is error-free and current.		
2. There is an objective, balanced presentation of content.		
3. Correct use of grammar, spelling, and sentence structure is present.		
4. Links to related websites and resources provide relevant, authentic, and appropriate content.		
5. Accurate and authoritative information is provided.		
B. Appropriateness		
1. Concepts, activities, and vocabulary in student activities are relevant to students' abilities.		
 Information is relevant to the North Carolina Standard Course of Study and Essential Standards. 		
C. Scope		
1. Information is sufficient in scope and adequately covers the topic for the intended audience.		
2. There is a clear organization of content.		
Technical Aspects		
A. Navigation		
1. Information retrieval is easy and rapid.		
2. Intuitive icons, menus, and directional symbols that foster independent use are provided.		
B. Presentation		
1. Graphic design is attractive, colorful, and uncluttered.		
2. All visuals are clearly labeled and relevant to the content.		
3. Presentation of information addresses multiple learning styles when appropriate.		
4. A variety of student learning activities is provided.		
5. Appropriate and supportive feedback is provided.		
6. Options for help and tutorial segments are provided.		
C. Save/Record-Keeping Features		
Save feature for search results is available.		
2. Save options for activities in progress are available.		
3. Note-taking feature is available.		
4. A record-keeping feature to monitor student progress is available.		
Documentation		
A. Technical Information		
1. Descriptions of specific hardware requirements for operating the application are provided.		
2. Instructions for installation and operation are provided.		
3. A variety of free technical support options is provided.		
B. Teacher Materials		
Descriptions of target audience and content are provided.		
Suggestions for classroom use, lesson plans, and related activities are provided.		
3. Instructions for student materials are provided.		
Documentation for PART IV TECHNOLOGY		

PART V: Overall Analysis: (For Textbook Commission Use Only)
These instructional materials meet the criteria yes no.
Documentation for PART V: Comments that further describe standards for yes or no in Parts I, II, III, or IV.
2 0 0 0 10 10 1 1 1 1 1 1 1 1 1 1 1 1 1

Instructional Materials Review Criteria Sheet – Career and Technical Education Program Area: Technology, Trade, Engineering, and Industrial Education Career Pathway(s): Welding

INSTRUCTIONAL	MATERIALS TITLE	BID NO.			
PUBLISHER	COPYR	IGHT DATE			
AUTHOR(S)		ISBN			
ADVISOR	_TEXTBOOK COMMISSION MEMBER	MEMBER'S SBE DISTRI	CT		
Indicate Appropriate Course: IM61 Welding Technology I IM62 Welding Technology II					
Answer yes to indicate the materials <u>meet the criteria</u> or no to indicate the materials <u>do not meet the criteria</u> . Explain your responses. Be sure to cite specific page numbers, textual references as well as specific standards.					
PART I: CONTENT Compatibility with the North Carolina Career and Technical Education Essential Standards In accordance to State Board Policy TEXT-001, all items in Part I must be marked "yes" in order for the submission to be recommended. If all criteria for Part I are not marked "yes" do not complete Parts II, III, and IV.					

		Yes	No
	Materials present the main concepts that support a minimum of 50% of the instructional adicators or objectives for the course.		
	ontent, methodology, instructional levels, and teaching strategies are consistent with the ourse indicators or objectives.		
C. C	ontent, activities and materials prepares students for industry recognized credentials.		
D. C	ontent, activities and materials align and support course credential(s).		
IN	M62: AWS SENSE- Shielded Metal Arc Welding (SMAW)		
IN	M63: AWS SENSE- Gas Metal Arc Welding (GMAW)		
IN	M63: AWS SENSE- Flux Cored Arc Welding (FCAW)		
	ontent, activities, and materials support and meet the programs accreditation equirements.		
Docui	mentation for PART I CONTENT		

PART II PEDAGOGY

Program Area or Career Pathway(s)	Yes	No
A. Materials include a variety of activities for multiple teaching and learning styles.		
B. Materials include optional capstone activities.		
C. Content supports integration of CTSO activities.		
D. Content includes 21 st century skills.		
E. Content supports work-based learning.		
F. Content supports career and college opportunities.		

Documentation for PART II PEDAGOGY	

A.	Accuracy	
1.	Information is error-free and current.	
2.	Materials model correct use of grammar, spelling, and sentence structure.	
3.	Materials represent a balance of cultural, ethnic, racial, gender, and individuals with disabilities.	
4.	Information is presented factually and objectively in context.	
5.	Pictures, photographs, and illustrations are bias-free and non-stereotypical.	_
6.	Maps, charts, timelines, demographics, and statistics are current.	

B.	Appropriateness	Yes	No
1.	Presentation of content provides for students' cognitive level, abilities, and learning styles		
	at a grade appropriate reading level.		
2.	Content links students' prior knowledge to current topics/learning.		
3.	Activities engage students and promote interactive and participatory learning.		
4.	Chapter exercises, review, and assessments that measure mastery of content and skill standards model a variety of formats (right answers, open response items, performance tasks, higher level questioning, projects, and portfolios).		
5.	Photographs, illustrations, artwork, and charts are placed near to related text, captioned appropriately, and have appealing color.		
6.	Level-appropriate font size, color, spacing, legibility, page layout, and page width are present.		
C.	Scope		
1.	Materials present enough information of depth and breadth to adequately cover topics for intended audience.		
2.	Materials are organized appropriately for content.		
3.	Key concepts, skills, and vocabulary are identified, developed, reviewed, and reinforced within context.		
4.	Chapters contain level-appropriate section headings and sidebars that provide additional relevant information.		
5.	Reference sections include glossary, atlas, dictionary/thesaurus, bibliography/footnotes, and appendices.		
6.	A resource list provides websites, literature links, and support agencies.		
7.	An index provides detailed and accurate headings, subheadings, and see or see also references.		
D.	Teacher Resources		
1.	Resources are well-organized, easy to use, comprehensive, durable, and reasonably sized.		
2.	Resources support and provide help in the use of a variety of strategies, techniques, and technologies for differentiated instruction.		
3.	Resources provide suggestions for evaluation, remediation, acceleration, and feedback.		
4.	Resources include suggestions for the extension of learning and integration across the curriculum.		
5.	Resources provide ancillary materials for student use.		
6.	Resources provide supplementary or background information.		
7.	Resources include answer key(s).		
_	A C BARTHI ACCECCIBILITY		

Documentation for PART III ACCESSIBILITY

Technology-based materials (requiring the use of electronic materials)	Yes	No
A. Accuracy		
Information is error-free and current.		
2. There is an objective, balanced presentation of content.		
3. Correct use of grammar, spelling, and sentence structure is present.		
4. Links to related websites and resources provide relevant, authentic, and appropriate content.		
5. Accurate and authoritative information is provided.		
B. Appropriateness		
1. Concepts, activities, and vocabulary in student activities are relevant to students' abilities.		
2. Information is relevant to the North Carolina Standard Course of Study and Essential Standards.		
C. Scope		
1. Information is sufficient in scope and adequately covers the topic for the intended audience.		
2. There is a clear organization of content.		
Technical Aspects		
A. Navigation		
3. Information retrieval is easy and rapid.		
4. Intuitive icons, menus, and directional symbols that foster independent use are provided.		
B. Presentation		
Graphic design is attractive, colorful, and uncluttered.		
2. All visuals are clearly labeled and relevant to the content.		
3. Presentation of information addresses multiple learning styles when appropriate.		
4. A variety of student learning activities is provided.		
5. Appropriate and supportive feedback is provided.		
6. Options for help and tutorial segments are provided.		
C. Save/Record-Keeping Features		
Save feature for search results is available.		
2. Save options for activities in progress are available.		
3. Note-taking feature is available.		
4. A record-keeping feature to monitor student progress is available.		
Documentation		
A. Technical Information		
1. Descriptions of specific hardware requirements for operating the application are provided.		
2. Instructions for installation and operation are provided.		
3. A variety of free technical support options is provided.		
B. Teacher Materials		
Descriptions of target audience and content are provided.		
2. Suggestions for classroom use, lesson plans, and related activities are provided.		
3. Instructions for student materials are provided.		
Documentation for PART IV TECHNOLOGY	<u> </u>	

PART V: Overall Analysis: (For Textbook C	ommission	Use Only)	
These instructional materials meet the criteria	yes	no	

Documentation for PART V: Comments that further describe standards for yes or no in Parts I, II, III, or IV.

Instructional Materials Review Criteria Sheet – Career and Technical Education Program Area: Technology, Trade, Engineering, and Industrial Education: Career Pathway(s): Woodworking Career Pathway

INSTRUCTIONA	L MATERIALS TITLE		BID NO
PUBLISHER	PUBLISHERCOPYRIGHT DATE		
AUTHOR(S)	ISBN	ISBN	
ADVISOR	TEXTBOOK COMMISSION MEMBER	MEMBER'S S	BE DISTRICT
Indicate Appropriate IM21 Woodv	vorking I		
	te the materials <u>meet the criteria</u> or no to indicate the materia o cite specific page numbers, textual references as well as spec		<u>ria</u> . Explain your
In accordance to Stat	he North Carolina Career and Technical Education Essential S te Board Policy TEXT-001, all items in Part I must be marked "y criteria for Part I are not marked "yes" do not complete Parts II,	ves" in order for the sub	mission to be
		Yes	No
	the main concepts that support a minimum of 50% of the instructives for the course.	tional	
B. Content, methodo course indicators	ology, instructional levels, and teaching strategies are consistent w	rith the	
Documentation for F			
PART II PEDAGOO			
Program Area or Ca	areer Pathway(s) a variety of activities for multiple teaching and learning styles.	Yes	No
	e optional capstone activities.		
	integration of CTSO activities.		
	21st century skills.		
	work-based learning.		
	career and college opportunities.		
	current and projected trends in the Woodworking-related Industrie	es.	
	current and projected occupations related to the Woodworking Ind		
	the current and projected technologies used in Woodworking-rela		
	PART II PEDAGOGY	<u> </u>	l

1.73	KI III ACCESSIBILII I		
A.	Accuracy	Yes	No
1.	Information is error-free and current.		
2.	Materials model correct use of grammar, spelling, and sentence structure.		
3.	Materials represent a balance of cultural, ethnic, racial, gender, and individuals with disabilities.		
4.	Information is presented factually and objectively in context.		
5.	Pictures, photographs, and illustrations are bias-free and non-stereotypical.		
6.	Maps, charts, timelines, demographics, and statistics are current.		
В.	Appropriateness		
1.	Presentation of content provides for students' cognitive level, abilities, and learning styles at a grade appropriate reading level.		
2.	Content links students' prior knowledge to current topics/learning.		
3.	Activities engage students and promote interactive and participatory learning.		
4.	Chapter exercises, review, and assessments that measure mastery of content and skill standards model a variety of formats (right answers, open response items, performance tasks, higher level questioning, projects, and portfolios).		
5.	Photographs, illustrations, artwork, and charts are placed near to related text, captioned appropriately, and have appealing color.		
6.	Level-appropriate font size, color, spacing, legibility, page layout, and page width are present.		
C.	Scope		
1.	Materials present enough information of depth and breadth to adequately cover topics for intended audience.		
2.	Materials are organized appropriately for content.		
3.	Key concepts, skills, and vocabulary are identified, developed, reviewed, and reinforced within context.		
4.	Chapters contain level-appropriate section headings and sidebars that provide additional relevant information.		
5.	Reference sections include glossary, atlas, dictionary/thesaurus, bibliography/footnotes, and appendices.		
6.	A resource list provides websites, literature links, and support agencies.		
7.	An index provides detailed and accurate headings, subheadings, and see or see also references.		
D.	Teacher Resources		
1.	Resources are well-organized, easy to use, comprehensive, durable, and reasonably sized.		
2.	Resources support and provide help in the use of a variety of strategies, techniques, and technologies for differentiated instruction.		
3.	Resources provide suggestions for evaluation, remediation, acceleration, and feedback.		
4.	Resources include suggestions for the extension of learning and integration across the curriculum.		
5.	Resources provide ancillary materials for student use.		
6.	Resources provide supplementary or background information.		
7.	Resources include answer key(s).		

Documentation for PART III ACCESSIBILITY

PART IV TECHNOLOGY (If applicable.)		
Technology-based materials (requiring the use of electronic materials)	Yes	No
A. Accuracy		
1. Information is error-free and current.		
2. There is an objective, balanced presentation of content.		
3. Correct use of grammar, spelling, and sentence structure is present.		
4. Links to related websites and resources provide relevant, authentic, and appropriate		
content. 5. Accurate and authoritative information is provided.		
B. Appropriateness		
Concepts, activities, and vocabulary in student activities are relevant to students' abilities.		
Information is relevant to the North Carolina Standard Course of Study and Essential Standards.		
C. Scope		
Information is sufficient in scope and adequately covers the topic for the intended audience.		
2. There is a clear organization of content.		
Technical Aspects		
A. Navigation		
Information retrieval is easy and rapid.		
2. Intuitive icons, menus, and directional symbols that foster independent use are provided.		
B. Presentation		
Graphic design is attractive, colorful, and uncluttered.		
2. All visuals are clearly labeled and relevant to the content.		
3. Presentation of information addresses multiple learning styles when appropriate.		
4. A variety of student learning activities is provided.		
5. Appropriate and supportive feedback is provided.		
6. Options for help and tutorial segments are provided.		
C. Save/Record-Keeping Features		
Save feature for search results is available.		
2. Save options for activities in progress are available.		
3. Note-taking feature is available.		
4. A record-keeping feature to monitor student progress is available.		
Documentation		
A. Technical Information		
1. Descriptions of specific hardware requirements for operating the application are provided.		
2. Instructions for installation and operation are provided.		
3. A variety of free technical support options is provided.		
B. Teacher Materials		
Descriptions of target audience and content are provided.		
2. Suggestions for classroom use, lesson plans, and related activities are provided.		
3. Instructions for student materials are provided.		
Documentation for PART IV TECHNOLOGY		

Documentation for PART IV TECHNOLOGY	
PART V: Overall Analysis: (For Textbook Commission Use Only)	

These instructional materials meet the criteria _____yes _____ no.

Documentation for PART V: Comments that further describe standards for yes or no in Parts I, II, III, or IV.	

Instructional Materials Review Criteria Sheet - Career and Technical Education

Program Area: Technology, Trade, Engineering, and Industrial Education Career Pathway(s): Science, Technology, Engineering, and Math (STEM)

INSTRUCTIONAL MATERIALS TITLE		I	BID NO
PUBLISHER	COPYRIGHT DATE		
AUTHOR(S)	ISBN	ISBN	
ADVISORTEXTBOOK COMMISSION	ON MEMBERME	EMBER'S SBE	DISTRICT_
Indicate Appropriate Course:			
TE01 Technology Design and InnovationTE02 Technological Systems	TE11 Technolog TE12 Technolog TE13 Engineerin	ical Design	and Design
Answer yes to indicate the materials <u>meet the criteria</u> or responses. Be sure to cite specific page numbers, textual			Explain your
PART I: CONTENT Compatibility with the North Carolina Career and Techn In accordance to State Board Policy TEXT-001, all items to recommended. If all criteria for Part I are not marked "ye	in Part I must be marked "yes" in ord		ion to be
A Maria and a second and a second	·	YES	NO
 Materials present the main concepts that support a minimized indicators or objectives for the course. 	imum of 50% of the instructional		
B. Content, methodology, instructional levels, and teachin course indicators or objectives.	g strategies are consistent with the		
Documentation for PART I CONTENT			
PART II PEDAGOGY			
Program Area or Career Pathway(s)		YES	NO
A. Materials include a variety of activities for multiple tea	ching and learning styles.		
B. Materials include optional capstone activities.			
C. Content supports integration of CTSO activities.			
D. Content includes 21st century skills.			
E. Content supports work-based learning.			
F. Content supports career and college opportunities.			
G. Content reflects the integration of Science, Technology			
H. Content reflects current and future trends in Science, T			
I. Content reflects interdisciplinary content and activities	•		
Documentation for PART II PEDAGOGY			

A. Accuracy	YES	NO
1. Information is error-free and current.		
2. Materials model correct use of grammar, spelling, and sentence structure	re.	
3. Materials represent a balance of cultural, ethnic, racial, gender, and indiabilities.	ividuals with	
4. Information is presented factually and objectively in context.		
5. Pictures, photographs, and illustrations are bias-free and non-stereotypi	cal.	
6. Maps, charts, timelines, demographics, and statistics are current.		

B. Ap	ppropriateness	YES	NO
	resentation of content provides for students' cognitive level, abilities, and learning styles t a grade appropriate reading level.		
2. C	Content links students' prior knowledge to current topics/learning.		
3. A	activities engage students and promote interactive and participatory learning.		
st	Chapter exercises, review, and assessments that measure mastery of content and skill tandards model a variety of formats (right answers, open response items, performance asks, higher level questioning, projects, and portfolios).		
	hotographs, illustrations, artwork, and charts are placed near to related text, captioned ppropriately, and have appealing color.		
	evel-appropriate font size, color, spacing, legibility, page layout, and page width are resent.		
C. Sc	cope		
ir	Materials present enough information of depth and breadth to adequately cover topics for needed audience.		
	Materials are organized appropriately for content.		
	Ley concepts, skills, and vocabulary are identified, developed, reviewed, and reinforced vithin context.		
	Chapters contain level-appropriate section headings and sidebars that provide additional elevant information.		
	deference sections include glossary, atlas, dictionary/thesaurus, bibliography/footnotes, and ppendices.		
6. A	resource list provides websites, literature links, and support agencies.		
	an index provides detailed and accurate headings, subheadings, and see or see also references.		
D. Te	eacher Resources		
1. R	desources are well-organized, easy to use, comprehensive, durable, and reasonably sized.		
	desources support and provide help in the use of a variety of strategies, techniques, and echnologies for differentiated instruction.		
l l	desources provide suggestions for evaluation, remediation, acceleration, and feedback.		
CI	desources include suggestions for the extension of learning and integration across the urriculum.		
	desources provide ancillary materials for student use.		
	desources provide supplementary or background information.		
7. R	desources include answer key(s).		
Docu	mentation for PART III ACCESSIBILITY		

Technology-based materials (requiring the use of electronic materials)	YES	NO
A. Accuracy		
1. Information is error-free and current.		
2. There is an objective, balanced presentation of content.		
3. Correct use of grammar, spelling, and sentence structure is present.		
4. Links to related websites and resources provide relevant, authentic, and appropriate content.		
5. Accurate and authoritative information is provided.		
B. Appropriateness		
1. Concepts, activities, and vocabulary in student activities are relevant to students' abilities.		
 Information is relevant to the North Carolina Standard Course of Study and Essential Standards. 		
C. Scope		
1. Information is sufficient in scope and adequately covers the topic for the intended audience.		
2. There is a clear organization of content.		
Technical Aspects		
A. Navigation		
Information retrieval is easy and rapid.		
2. Intuitive icons, menus, and directional symbols that foster independent use are provided.		
B. Presentation		
1. Graphic design is attractive, colorful, and uncluttered.		
2. All visuals are clearly labeled and relevant to the content.		
3. Presentation of information addresses multiple learning styles when appropriate.		
4. A variety of student learning activities is provided.		
5. Appropriate and supportive feedback is provided.		
6. Options for help and tutorial segments are provided.		
C. Save/Record-Keeping Features		
Save feature for search results is available.		
2. Save options for activities in progress are available.		
3. Note-taking feature is available.		
4. A record-keeping feature to monitor student progress is available.		
Documentation		
A. Technical Information		
1. Descriptions of specific hardware requirements for operating the application are provided.		
2. Instructions for installation and operation are provided.		
3. A variety of free technical support options is provided.		
B. Teacher Materials		
Descriptions of target audience and content are provided.		
2. Suggestions for classroom use, lesson plans, and related activities are provided.	1	

PART V: Overall Analysis: (For Textbook Commission Use Only)

This textbook/program is acceptable	This textbook/program is not acceptable	

Documentation for PART V: Comments that further describe standards for acceptable or not acceptable in Parts I, II, III, or IV. (Use extra sheets if necessary.)

Instructional Materials Review Criteria Sheet - Career and Technical Education

Program Area: Technology, Trade, Engineering, and Industrial Education

Career Pathway(s): Advanced Manufacturing

Revised July 9, 2020

INSTRUCTIONAL MATERIALS TITLE _____BID NO. ___

PUBLISHER	LISHERCOPYRIGHT DATE						
AUTHOR(S)	ISBN						
ADVISOR	_TEXTBOOK COMMISSION MEMBERMEMBER'S SBE DISTRICT						
IM11 Advar IM12 Advar Answer yes to indi	Indicate Appropriate Course:IM11 Advanced Manufacturing IIM12 Advanced Manufacturing II Answer yes to indicate the materials meet the criteria or no to indicate the materials do not meet the criteria. Explain your responses. Be sure to cite specific page numbers, textual references as well as specific standards.						
In accordance to S	NT In the North Carolina Career and Technical Education Essential Standards Itate Board Policy TEXT-001, all items in Part I must be marked "yes" in order for the submission to be Il criteria for Part I are not marked "yes" do not complete Parts II, III, and IV						

	YES	NO
A. Materials present the main concepts that support a minimum of 50% of the instructional indicators or objectives for the course.		
B. Content, methodology, instructional levels, and teaching strategies are consistent with the course indicators or objectives.		
 C. Content must be aligned to specific areas in manufacturing as designated by the certification that supports a specific industry being taught. IM11: Certified Production Technician-Quality and Certified Production Technician-Safety 		
IM12: Certified Production Technician-Process and Certified Production Technician-Maintenance		
Documentation for PART I CONTENT		

PART II PEDAGOGY

Program Area or Career Pathway(s)	YES	NO
A. Materials include a variety of activities for multiple teaching and learning styles.		
B. Materials include optional capstone activities.		
C. Content supports integration of CTSO activities.		
D. Content includes 21st century skills.		
E. Content supports work-based learning.		
F. Content supports career and college opportunities.		

G.	Content reflects the integration of Science, Technology, Engineering, and Mathematics			
H.	Content reflects current and future trends in Science, Technology, and Engineering			
I.	Content reflects interdisciplinary content and activities.			
Do	Documentation for PART II PEDAGOGY			

A. Acc	curacy	YES	NO
1. Inf	formation is error-free and current.		
2. Ma	aterials model correct use of grammar, spelling, and sentence structure.		
	aterials represent a balance of cultural, ethnic, racial, gender, and individuals with sabilities.		
4. Int	formation is presented factually and objectively in context.		
5. Pic	ctures, photographs, and illustrations are bias-free and non-stereotypical.		
6. Ma	aps, charts, timelines, demographics, and statistics are current.		
B. Ap	propriateness	YES	NO
	esentation of content provides for students' cognitive level, abilities, and learning styles a grade appropriate reading level.		
2. Cc	ontent links students' prior knowledge to current topics/learning.		
3. Ac	ctivities engage students and promote interactive and participatory learning.		
sta	napter exercises, review, and assessments that measure mastery of content and skill andards model a variety of formats (right answers, open response items, performance sks, higher level questioning, projects, and portfolios).		
	otographs, illustrations, artwork, and charts are placed near to related text, captioned propriately, and have appealing color.		
	evel-appropriate font size, color, spacing, legibility, page layout, and page width are esent.		
C. Sco	ppe		
	aterials present enough information of depth and breadth to adequately cover topics for tended audience.		
	a. Materials are organized appropriately for content.		
wi	ey concepts, skills, and vocabulary are identified, developed, reviewed, and reinforced thin context.		
rel	napters contain level-appropriate section headings and sidebars that provide additional levant information.		
	eference sections include glossary, atlas, dictionary/thesaurus, bibliography/footnotes, and pendices.		
	a. A resource list provides websites, literature links, and support agencies.		
ref	n index provides detailed and accurate headings, subheadings, and see or see also ferences.		
	acher Resources		
	esources are well-organized, easy to use, comprehensive, durable, and reasonably sized.		
tec	esources support and provide help in the use of a variety of strategies, techniques, and chnologies for differentiated instruction.		
	esources provide suggestions for evaluation, remediation, acceleration, and feedback.		
cu	esources include suggestions for the extension of learning and integration across the rriculum.		
	esources provide ancillary materials for student use.		
	esources provide supplementary or background information.		
7. Re	esources include answer key(s).		
Docum	nentation for PART III ACCESSIBILITY		

NCDPI/Digital Teaching and Learning/Textbook Adoption/CTE Overview and Instructional Materials 52 Review Criteria Sheets

Technology-based materials (requiring the use of electronic materials)	YES	NO
A. Accuracy		
1. Information is error-free and current.		
2. There is an objective, balanced presentation of content.		
3. Correct use of grammar, spelling, and sentence structure is present.		
4. Links to related websites and resources provide relevant, authentic, and appropriate content.		
5. Accurate and authoritative information is provided.		
B. Appropriateness		
1. Concepts, activities, and vocabulary in student activities are relevant to students' abilities.		
2. Information is relevant to the North Carolina Standard Course of Study and Essential Standards.		
C. Scope		
1. Information is sufficient in scope and adequately covers the topic for the intended audience.		
2. There is a clear organization of content.		
Technical Aspects		
A. Navigation		
Information retrieval is easy and rapid.		
2. Intuitive icons, menus, and directional symbols that foster independent use are provided.		
D. Duocontation		
B. Presentation1. Graphic design is attractive, colorful, and uncluttered.		
All visuals are clearly labeled and relevant to the content.		
Presentation of information addresses multiple learning styles when appropriate.		
A variety of student learning activities is provided.		
A variety of student learning activities is provided. Appropriate and supportive feedback is provided.		
6. Options for help and tutorial segments are provided.		
o. Options for help and tutorial segments are provided.		
C. Save/Record-Keeping Features		
1. Save feature for search results is available.		
2. Save options for activities in progress are available.		
3. Note-taking feature is available.		
4. A record-keeping feature to monitor student progress is available.		
Documentation		
A. Technical Information		
1. Descriptions of specific hardware requirements for operating the application are provided.		
2. Instructions for installation and operation are provided.		
3. A variety of free technical support options is provided.		
B. Teacher Materials		
1. Descriptions of target audience and content are provided.		
2. Suggestions for classroom use, lesson plans, and related activities are provided.		
3. Instructions for student materials are provided.		
Documentation for PART IV TECHNOLOGY		

PART V: Overall Analysis: (For Textbook Commission Use Only)

This textbook/program is **acceptable** _____. This textbook/program is **not acceptable**

Documentation for PART V: Comments that further describe standards for acceptable or not acceptable in Parts I, II, III, or IV. (Use extra sheets if necessary.)

CAREER AND TECHNICAL EDUCATION: EC EVALUATION

SU	BJECTGRADE			
IN	STRUCTIONAL MATERIALS TITLEBID	NO		
PU	BLISHERCOPYRIGHT DATE	' - <u></u>		
Αl	UTHOR(S)ISBN			
AΓ	DVISOR			
TE	TEXTBOOK COMMISSION MEMBER MEMBER'S SBE DISTRICT			
Ans	swer <u>yes</u> to indicate the textbook materials <u>meet the criteria</u> or <u>no</u> to indicate the textbook materials <u>do</u>	not meet th	<u>e criteria</u> .	
Aı	ppropriateness, Scope, and Resources	Yes	No	
1.	Content provides for grade appropriate, yet varied cognitive levels, abilities, and learning styles.			
2.	Content is relevant, links to prior knowledge, builds background knowledge, and promotes active student engagement.			
3.				
4.	Text and layout are level appropriate, including font, color, spacing legibility, photos, graphics, and captioning.			
5.	Supplemental resources include necessary guides such as table of contents, glossary (English & Spanish), index, sidebars, atlas, dictionary/thesaurus, bibliography/footnotes, see and see also references, web sites, literature links, and support agencies etc.			
6.				
7.	Materials provide adequate teacher resources, which include suggestions for remediation, acceleration, extension of learning, integration, feedback, and review.			
8.	Materials include a summary of contents, instruction and/or behavioral objectives, supplemental or background information, and answer keys/rubrics.			
9.				
10.	Resources accommodate the needs of beginning through veteran teachers.			
11.	Technology meets criteria for accuracy, appropriateness, and scope. It is easy to navigate, visually appealing, and includes a Save/Record feature; if applicable.			
	eping in mind the needs of EC students and their teachers, please give specifics to support both the cumentation for yes and no responses	yes and no	responses.	

CAREER AND TECHNICAL EDUCATION: EL EVALUATION

SU	BJECT GRADE	,			
INSTRUCTIONAL MATERIALS TITLE		BID NO.			
PUBLISHERCOPYRIGHT DATE					
Αl	AUTHOR(S)ISBN				
AΓ	OVISOR				
TE	XTBOOK COMMISSION MEMBER MEMBER'S SBI	E DISTRICT			
Ans	wer <u>yes</u> to indicate the textbook materials <u>meet the criteria</u> or <u>no</u> to indicate the textbook	materials <u>do not n</u>	neet the criteria.		
Aŗ	propriateness, Scope, and Resources	Yes	No		
	Content provides grade-appropriate, yet varied linguistic levels, abilities, and learning styles.				
2.	Content is relevant, addresses a variety of cultural aspects, links to prior knowledge, builds background knowledge, and promotes active student engagement.				
3.	Materials provide opportunities for scaffolding interaction, such as, a variety of exercises, reviews, assessments, and performance tasks (e.g., including sentence frames, word banks, etc.).				
4.	Materials provide opportunities for students to collect, organize, interpret, and evaluate information critically and creatively in a variety of formats (e.g., including the use of the student's first language).				
5.	Text and layout are age/proficiency/grade-level appropriate, including font, color, spacing legibility, photos, graphics, and captioning.				
6.	Material includes necessary guides such as a table of contents, glossary (e.g., English & Spanish), index, sidebars, atlas, dictionary/thesaurus, bibliography/footnotes, <i>see</i> and <i>see also</i> references, websites, literature links, and support agencies, etc.				
7.	Key concepts, skills, and vocabulary are identified, developed, reviewed, and reinforced.				
8.	Materials provide adequate teacher resources, which include suggestions for acceleration, extension of learning, integration, feedback, and/or review specific to English Learners.				
9.	Materials include a summary of contents, instruction and/or behavioral objectives, supplemental or linguistically and culturally relevant background information, and answer keys/rubrics.				
10.	Materials are well organized, easy to use, comprehensive, durable and reasonably sized.				
	Resources accommodate the EL Support needs of beginning through veteran teachers.				
12.	Technology is easy to navigate, visually appealing, and ideally includes a screen reader, dictionary, and a Save/Record feature, if applicable.				
	eping in mind the linguistic needs of EL students and their teachers, please give specif	ics to support both	yes and no responses		
Do	cumentation for yes and no responses				